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ABSTRACT

Noting the importance of whole concept learning as opposed to fragmented non-meaningful facts, this paper presents a unit of study on animal habitats that is geared for a first-grade whole-language classroom in the later stages of the year. The major objective of the unit presented in the paper is for students to be able to identify the habitats of animals. The whole unit last from five to seven days, depending on the time needed for students to grasp the concepts. The paper offers a list of 29 objectives; a materials list; a list of the readings, and writing, science, math, social studies, listening and speaking, and art activities in the unit; unit planning forms for each of the scheduled five days of the unit; a story review form for parents to complete; a student self-evaluation form; an evaluation form for teachers to complete; a list of 10 resources; two sample activities; and a book report sheet. (RS)

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CS

Nick Osborne

# Developing a Thematic, Cross Curricular Body of Knowledge: Putting Theory into Practice in the Classroom

ED 372 368

In a changing paradigm as our society is undergoing in education, the preparation of our teachers must also undergo a change if it is going to be relevant to educating our future teachers in the US. The accepted 3 R's of reading, writing, and 'rithmetic will always have content importance. The real desire is to link the 3 R's into relevant content exploration and meaningful learning throughout the day.

As we "learn" about "learning" and the importance of whole concept learning as opposed to fragmented non meaningful facts one needs to address a basic change in our teacher preparation that involved curriculum reorganization. So as not to fragment the day or week into separate lesson plans or individual subject units an all subject encompassing, thematic organizational plan is desired to match the research done in learning with the active practice in the classroom.

I feel that this thematic unit on Animal Habitats by Nick Osborne is an excellent example of putting theory into practice.

This unit was put together in the Language Arts course taught by Peggy Osborne for teacher preparation at Bradley University.

CS011788

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# FIRST GRADE UNIT

# ANIMAL HABITATS

## BY NICK OSBORNE

Overview

This unit is geared for a first grade whole language classroom in the later stages of the year. The theme of the unit pertains to the habitats of animals. The reason I chose the habitats of animals is to show students that every animal has a place where it can live and where it can't live. The major objective of this unit is for students to be able to identify the habitats of animals. The whole unit should go about 5-7 days form start to finish. The time needed could vary depending on the class grasping the concept.

**Objective List-**

1. Students will be able to identify the habitats of animals.
2. Students will be able to list animals that live on a farm.
3. Students will work cooperatively with partners.
4. Students will be able to show the process of addition through the use of manipulatives in the barn activity.
5. Students will read and fill out report sheets on books about animals.
6. Students will be able to discuss meaning of collage.
7. Students will cut out pictures of animals for collage.
8. Students will be able to write "Where do you live" pages.
9. Students will be able to spell animals that live on a farm.
10. Students will be able to read "Where do you live" pages to partners.
11. Students will be able to list animals that live in the ocean.
12. Students will be able to locate oceans on maps.
13. Students will be able to show the process of subtraction through the use of manipulatives in the barn activity.
14. Students will participate in the making of our classroom collage.
15. Students will be able to spell animals that live in the ocean.
16. Students will be able to list animals that live in a pond.
17. Students will be able to compare and contrast a pond to an ocean.
18. Students will be able to spell animals that live in a pond.
19. Students will be able to place animals in perspective habitats in pocket chart.
20. Students will research lizards.
21. Students will be able to make a finished "Where do you live" book.
22. Students will be able to show the process of subtraction through the use of manipulatives in the cave game.

23. Students will be able to sing the lizard's song.
24. Students will be able to make their own collage with pictures of animals.
25. Students will read "Where do you live" books to parents.
26. Students will perform the play Lizard's song.
27. Students will be able to play animals in habitats game.
28. Students will be able to find where bears live on maps.
29. Students will show the process of addition through the use of manipulatives in the cave game.

**Materials List-**

***S = Student***

***T= Teacher***

T Lies About Animals People Believe
by Susan Sussman and Robert James
Albert Whitman and Co. C. 1987

T Who Lives in this House?
by Glenn O. Blough
Whittlesey House C. 1957

T The House I Live In, at Home in America
by.Isadore Seltzer
Macmillan Publishing Co. C. 1992

T Animals A to Z
by David McPhail
Scholastic Inc. C. 1988

T A House is a House for Me.
by Mary Ann Hoberman
The Viking Press C. 1978

T Lizard's Song
by George Shannon
Mulberry Books C. 1981

T A House for a Hermit Crab
by Eric Carle
Picture Book Studio C. 1987

| | |
|---|---|
| T | Where Do You Live? |
| | by Robert A. and Marlene J. McCraken |
| | Lithography in Surrey C. 1986 |
| S | Milk Carton |
| T | Where Do You Live books |
| S-T | Pencils |
| S-T | Scissors |
| S-T | Magazines with pictures of animals |
| T | Maps |
| T | Miniature animals |
| S-T | Misc. books with animals |
| T | Maps with oceans |
| T | Stapler |
| S-T | Glue |
| S-T | Tape |
| S-T | Information on ponds and oceans |
| T | Brown or red paint |
| S-T | Paint brushes |
| T | Report Sheets |
| T | Music for Lizard's Song |
| T | Animal pocket chart |
| T | Paper Mache caves |
| T | "I have read my son or daughters story" form |
| T | Magnetic boards with letters for spelling |
| T | Small chalk boards and chalk for spelling |
| T | Outfits for Lizard's Song play |
| T | Map with were bears live |

| | | |
|---|---|---|
| | T | Speaker on bears |
| | T | Visitor from farm |
| | T | Visitor to talk about oceans and ponds |
| | T | Portfolios |
| | S | Imagination |

**Unit Theme**
**Habitats**

**Readings>**
Where do you live?
The Lizard's Song.
A house is a house for me.
A House for a Hermit Crab.
Animals A to Z
Lies About Animals People Believe.
Who Lives In This House.
The House I Live In.

**Writing>**
Do you live book
Zoli Zoli Zoli book
Report Sheets

**Science>**
Placing animals in habitats.
Compare and contrast ponds to oceans.

**Math>**
+,- Animals in/out barn.
+,- Cave Game

**Social Studies>**
Geography.
Work with maps.
Working with partners.

**Listening and speaking>**
Listening to books
Reading and listening to stories they wrote in groups.
Sing Lizard's Song.
Lizard's Song Play
Listening to farm speaker
Listening to ocean speaker
Listening to pond speaker

**Art>**
Classroom collage
Students collage

# UNIT PLANNING FORM

Unit Theme_Habitats_____

Day and Major Objective_Day 1 Students will be able to list animals that live on a farm.

| **Poems/Songs/Chart Stories** | **Books** |
|---|---|
| **Social Studies/Science**<br>Science-<br>Do brainstorming sheet on animals that live on a farm.<br><br>Students will work with partners. | Where do you live? By Robert A and Marlene J. McCracken |
| **Math** | **Individual Provisions** |
| Addition Activity><br><br>Animals live in barn activity. Choose one number to use. | Spelling><br>Use both magnetic letter boards and chalk boards for students that are having trouble writing. |

| Art Activities | Language Arts Activities |
| --- | --- |
| Talk about collages<br>-What are they?<br>-Where did they come from?<br>-What do they look like? | Writing Skills><br><br>Do you live on a farm?<br>No! No! No! A ____lives on a farm.<br><br>Chose animals to put in blanks from the brainstorming sheet. Do three sheets with three different animals.<br><br>Spelling Skills><br><br>Would work on spelling animals that live on a farm. I.E.<br><br>Horse Goat<br>Pig Cat<br>Dog Pony<br>Cow<br><br>Verbal Communication><br>Students will read writing papers to partners. |
| **Center Activities**<br><br>Books about animals with report sheets.<br><br>Magazines with animals to cut out for future art project. | |
| **Special Activities**<br><br>Bring in farmer with animals for free time.<br>-What kind of animals does he have?<br>-What kind of care do they require?<br>-Why did he chose to be a farmer? | |

**Date: Day 1**
**Theme: Habitats**

**Opening**
**8:30-9:00 am**
Bathroom Break
Pledge
Calander
Weather
Lunch Menu

**Group Language**
**9:00-9:45 am**
Read Where do you live? by Robert A. and Marlene J. McCracken
Read A House is a House for Me. by Mary Ann Hoberman
Tell the class what we will be doing after recess.

**Recess**
**9:45-10:00 am**

**Small Group Work and Seat Work**
**10:00 am-11:30 pm**

10:00-10:15 am
Read The House I live in at Home in America. by Isadore Seltzer

10:15-10:45 am
Do brainstorming sheet on animals that live on a farm.
Review list to see if class agrees on all animals.
Transfer list to farm animals buletin board.

10:45-11:20 am
Work on "Do you live in" sheets.
Choose 3 from the farm animals brainstorming sheet.

11:20-11:30 am
Students will pair up and read "Do you live in" sheets to partners.
Put "Do you live in" sheets in portfolio's.

**Lunch and Recess**
**11:30-12:30 pm**

**Math**
**12:30-1:30 pm**

Students will work with five animals and work with animals in barn activity for subtraction.

**Spelling**
**1:30-2:00 pm**

Students will work with both chalk boards and magnetic boards to spell animals that live on a farm.

**Free Time**
**2:00-2:30 pm**

Work with anything in room.
-Math supplies
-Maps
-Books

Special opportunity-
Talk with speaker on farm animals
-What kind of animals does he have?
-What kind of care do they require?
-Why did he chose to be a farmer?

**Music or Art**
**2:30-3:10 pm**

Talk about collages.
-What are they?
-Where did they come from?
-What do they look like?

**Daily Closure**
**3:10-3:30 pm**

Review days work and talk about tomarrows activities.
Possibly read more of <u>The House I Live In.</u>

# UNIT PLANNING FORM

Unit Theme Habitats

Day and Major Objective Day 2 Students will be able to identify animals that live in an ocean.

| Poems/Songs/Chart Stories | Books |
|---|---|
| **Social Studies/Science**<br><br>Science-<br>Do brainstorming sheet on animals that live in the ocean.<br><br>Geography-<br>Where are oceans located on a map.<br><br>Students will work with partners. | Where do you live? By Robert A. and Marlene J. McCracken<br><br>A house is a house for me.<br>By Mary Ann Hoberman<br><br>A House for a Hermit Crab.<br>By Eric Carle |
| **Math** | **Individual Provisions** |
| Subtraction-<br>Animals out of the barn. | Spelling><br>Use both magnetic letter boards and chalk boards for students that are having trouble writing. |

| Art Activities | Language Arts Activities |
| --- | --- |
| Talk about collages.<br>Review<br>-What are they?<br>-Where did they come from?<br>-What do they look like?<br><br>Make collage in classroom on bulletin board. | Writing skills-<br><br>Do you live in a ocean?<br>No!No!No! A lives in a ocean.<br><br>3 pages<br>Choose animals off of ocean brainstorming sheet.<br><br>Spelling-<br><br>Work on spelling animals that live in the ocean. I.E.<br><br>Whale Starfish<br>Fish Clam<br>Shark<br><br>Verbal Communication><br>Read written pages their partner. |
| **Center Activities**<br><br>Books on animals with report sheets.<br><br>Magazines with animals, students can cut out and save for future art project.<br><br>Center with various types of maps to work with and look at. | |
| **Special Activities**<br><br>Bring in speaker to talk about Oceans.<br>-Why do you know about oceans?<br>-How did you learn?<br>-Tell about animals that live in ocean? | |

**Date: Day 2**
**Theme: Habitats**

**Opening**
**8:30-9:00 am**
Bathroom Break
Pledge
Calendar
Weather
Lunch Menu
Review yesterdays activities

**Group Language**
**9:00-9:45 am**
Read Where do you live? by Robert A. and Marlene J. McCracken
Read A House is a House for Me. by Mary Ann Hoberman
Tell the class what we will be doing after recess.

**Recess**
**9:45-10:00 am**

**Small Group Work and Seat Work**
**10:00 am-11:30 p.m.**

10:00-10:15 am
Read The House I live in at Home in America. by Isadore Seltzer

10:15-10:45 am
Do brainstorming sheet on animals that live in a ocean.
Review list to see if class agrees on all animals.
Transfer list to ocean animals bulletin board.
Locate oceans on map.

10:45-11:20 am
Work on "Do you live in" sheets.
Choose 3 from the ocean animals brainstorming sheet.

11:20-11:30 am
Students will pair up and read "Do you live in" sheets to partners.
Students will put "Do you live in" sheets in portfolio's.

**Lunch and Recess**
**11:30-12:30 p.m.**

**Math**
**12:30-1:30 PM**

Students will work with five animals and work on animals out of barn activity for subtraction.

**Spelling**
**1:30-2:00 PM**

Students will work with both chalk boards and magnetic boards to spell animals that live on a ocean.

**Free Time**
**2:00-2:30 PM**

Work with anything in room.
-Cut out animals for collage.
-Books with report sheets.
-Math Supplies
-Maps
-Books

Special opportunity-
Talk with speaker on ocean animals.
-Why do you know about oceans?
-How did you learn?
-Tell about animals that live in ocean?

**Music or Art**
**2:30-3:10 PM**

Talk about collages.
Review
-What are they?
-Where did they come from?
-What do they look like?

Start classroom collage on bulletin board.

**Daily Closure**
**3:10-3:30 PM**

Review days work and talk about tomorrow's activities.
Possibly read more of The House I live in at Home in America.

# UNIT PLANNING FORM

Unit Theme Habitats

Day and Major Objective Day 3 Students will be able to list animals that live in or on a pond.

| Poems/Songs/Chart Stories | Books |
|---|---|
| **Social Studies/Science**<br><br>Do a brainstorming sheet on animals that live on or in a pond.<br><br>What is the difference between a pond and an ocean.<br><br>Students will work with partners. | Where do you live? By Robert A. and Marlene J. McCracken<br><br>A house is a house for me.<br>By Mary Ann Hoberman<br><br>A House for a Hermit Crab.<br>By Eric Carle |
| **Math** | **Individual Provisions** |
| Addition - Subtraction<br>animals in and out of barn. | Spelling><br>Use both magnetic letter boards and chalk boards for students that are having trouble writing. |

| Art Activities | Language Arts Activities |
| --- | --- |
| Start on personal collage.<br><br>Finish classroom collage.<br><br>**Center Activities**<br><br>Books on animals with report sheets.<br><br>Magazines with animals that can be cut out for art project collage.<br><br>Center with different types of maps.<br><br>**Special Activities**<br><br>Bring in speaker to talk about ponds.<br>-Why do you know so much about pond animals.<br>-Difference between ponds and oceans.<br>-Ways to find out more. | Writing-<br>Do you live in/on a pond?<br>No! No! No! A lives in/on a pond.<br><br>Choose three different animals from pond brainstorming sheet.<br><br>Spelling-<br>Work on spelling animals that live on/in a pond. I.E.<br><br>Duck Frog<br>Fish Turtle<br>Swan Bird<br><br>Verbal Communication-<br>Students will pair up and read all of their "where do you live pages." to partner. |

**Date: Day 3**
**Theme: Habitats**

**Opening**
**8:30-9:00 am**
Bathroom Break
Pledge
Calendar
Weather
Lunch Menu
Review yesterdays activities

**Group Language**
**9:00-9:45 am**
Read A House is a House for Me. by Mary Ann Hoberman
Read A House for a Hermit Crab. by Eric Carle
Tell the class what we will be doing after recess.

**Recess**
**9:45-10:00 am**

**Small Group Work and Seat Work**
**10:00 am-11:30 p.m.**

10:00-10:15 am
Read Who Lives in this House? by GlennO. Blough

10:15-10:45 am
Do brainstorming sheet on animals that live in/on a pond.
Review list to see if class agrees on all animals.
Transfer list to pond animals bulletin board.
Locate ponds on map.
Compare and contrast ponds to oceans

10:45-11:20 am
Work on "Do you live in" sheets.
Choose 3 from the pond animals brainstorming sheet.

11:20-11:30 am
Students will pair up and read "Do you live in" sheets to partners.
Students will put "Do you live in" sheets in portfolio's.

**Lunch and Recess**
**11:30-12:30 p.m.**

**Math**
**12:30-1:30 p.m.**

Students will work with five animals and work on animals in and out of barn activity for addition and subtraction.

**Spelling**
**1:30-2:00 p.m.**

Students will work with both chalk boards and magnetic boards to spell animals that live on a pond.

**Free Time**
**2:00-2:30 p.m.**

Work with anything in room.
-Cut out animals for collage.
-Books with report sheets.
-Math materials
-Books
-Maps center

Special opportunity-
Talk with speaker on pond animals.
-Why do you know so much about pond animals.
-Difference between ponds and oceans.
-Ways to find out more.

**Music or Art**
**2:30-3:10 p.m.**

Talk about collages.
-Review past days

Finish classroom collage on bulletin board.

Start individual collages

**Daily Closure**
**3:10-3:30 p.m.**

Review days work and talk about tomorrow's activities.
Possibly read more of Who Lives in this House?

# UNIT PLANNING FORM

Unit Theme Habitats

Day and Major Objective Day 4 Students will place animals in respective habitats.

| Poems/Songs/Chart Stories | Books |
|---|---|
| Sing-<br>Lizard's Song<br><br>**Social Studies/Science**<br><br>Place animals in respective habitats in pocket chart.<br><br>Students will work with partners.<br><br>Students will work on researching lizards. | Where do you live? By Robert A. and Marlene J. McCracken<br><br>Lizard's Song<br>By George Shannon<br><br>Lies About Animals People Believe<br>By Susan Sussman and Robert James |
| **Math** | **Individual Provisions** |
| Subtraction-<br>Cave game | Spelling><br>Use both magnetic letter boards and chalk boards for students that are having trouble writing. |

| Art Activities | Language Arts Activities |
| --- | --- |
| Continue on collage. | Writing-<br>House Book<br>Place "Where do you live" pages in house book.<br>Last page:<br>Where do I live?<br>I live in a !<br>House Apartment Trailer park<br><br>Spelling-<br>Work on spelling a mixture of all animals we have worked on in the past week. I.E.<br>Horse Dog<br>Fish Shark<br>Duck Bird |
| **Center Activities** | |
| Books on animals with report sheets.<br><br>Magazines with animals that can be cut out for art project collage.<br><br>Center with different types of maps. | Verbal Communication-<br>Students will pair up and read house book to their partners. |
| **Special Activities** | |
| Take house book home if finished and read to parents.<br><br>Have parents sign "I read my son or daughters story" form. | |

**Date: Day 4**
**Theme: Habitats**

**Opening**
**8:30-9:00 am**
Bathroom Break
Pledge
Calendar
Weather
Lunch Menu
Review yesterdays activities

**Group Language**
**9:00-9:45 am**
Read Lizard's Song, by George Shannon
Read Lies About Animals People Believe, by Susan Sussman and Robert James
Tell the class what we will be doing after recess.

**Recess**
**9:45-10:00 am**

**Small Group Work and Seat Work**
**10:00 am-11:30 p.m.**

10:00-10:15 am
Read Who Lives in this House? by GlennO. Blough

10:15-10:45 am
Place animals in respective habitats in pocket chart.
Talk about lizards.

10:45-11:20 am
Work on "Do you live in" books.

11:20-11:30 am
Students will pair up and read "Do you live in" books to partners.

**Lunch and Recess**
**11:30-12:30 p.m.**

**Math**
**12:30-1:30 p.m.**

Students will work with six animals and work on the cave game activity for subtraction.
Put work in portfolio's.

**Spelling**
**1:30-2:00 p.m.**

Students will work with both chalk boards and magnetic boards to spell a mixture animals we have worked on this week.

**Free Time**
**2:00-2:30 p.m.**

Work with anything in room.
-Cut out animals for collage.
-Books with report sheets.
-Math materials
-Books
-Maps center

Special opportunity-

Cut out animals for collage.
Books with report sheets.

**Music or Art**
**2:30-3:10 p.m.**

Review about collages.
Continue individual collages

**Daily Closure**
**3:10-3:30 p.m.**

Review days work and talk about tomorrow's activities.
Possibly read more of Who Lives in this House?

# UNIT PLANNING FORM

## Unit Theme Habitats

## Day and Major Objective Day 5 Students will place animals into respective habitats verbally.

| Poems/Songs/Chart Stories | Books |
|---|---|
| Sing><br>Lizard's Song<br><br>Play><br>Lizard's Song Book<br><br>**Social Studies/Science**<br><br>Play animals in habitat and sound game.<br><br>Find where bears live on map.<br><br>Speaker about bears.<br><br>Work with partners. | Where do you live?<br>By McCracken<br><br>Lizard's Song<br>By George Shannon<br><br>Animals A - Z<br>By David McPhail |
| **Math** | **Individual Provisions** |
| Addition><br>Cave Game | Spelling><br>Use both magnetic letter boards and chalk boards for students that are having trouble writing. |

| Art Activities | Language Arts Activities |
| --- | --- |
| Finish collage<br><br>**Center Activities**<br><br>Books on animals with report sheets.<br><br>Magazines with animals to continue cutting out.<br><br>Center with maps.<br><br>**Special Activities**<br><br>Take house book home to read to parents.<br><br>Have parents sign "I have read my son or daughter's story" sheet. | Writing-<br>House Book<br>Place "Where do you live" pages in house book.<br>Last page:<br>Where do I live?<br>I live in a !<br>House Apartment Trailer park<br><br>Spelling-<br>Work on spelling a mixture of all animals we have worked on in the past week. I.E.<br>Cat Pig<br>Clam Whale<br>Swan Turtle<br><br>Verbal Communication-<br>Read finished book to parents. |

**Date: Day 5**
**Theme: Habitats**

**Opening**
**8:30-9:00 am**
Bathroom Break
Pledge
Calendar
Weather
Lunch Menu
Review yesterdays activities

**Group Language**
**9:00-9:45 am**
Read Lizard's Song. by George Shannon
Read and identify animals in Animals A to Z. by David McPhail
Tell the class what we will be doing after recess.

**Recess**
**9:45-10:00 am**

**Small Group Work and Seat Work**
**10:00 am-11:30 p.m.**

10:00-10:15 am
Read Who Lives in this House? by GlennO. Blough

10:15-10:45 am
Play animals in habitat and sound game.
Talk about bears.
Locate bears on map.

10:45-11:20 am
Finish on "Do you live in" books.

11:20-11:30 am
Students will pair up and read "Do you live in" books to partners.

**Lunch and Recess**
**11:30-12:30 p.m.**

STORY REVIEW FORM

Parents if you could please fill out this sheet and return it to me on Monday I would greatly appreciate it. This form helps me improve on the education of your children and the children in the future. Your input is very important to me. Thank You.

Nick Osborne

When my child first read me his story I said, _____

_____

_____

I found out that my child learned_____

_____ about animals and their habitats.

I also found out that my child would like to learn more about_____

_____.

His plan to find out more about that subject is _____

_____

_____.

Has your child ever been to a zoo?___ If so, how long ago and what zoo_____

_____.

Signed_____

Parent of_____

**Student-Teacher Evaluation-**

For the student-teacher evaluation I would use it in to ways. One, I would have the students fill out their part at the end of the unit. Two, I would work on filling out my evaluation on each student everyday. These would then be transferred onto a disk and put into their portfolio's. I would use disks anytime it was feasible in order to keep the paper load down and then I could send the paper copy home to the parents. I will also keep any other notes that I take on the students on the same disks so I can call up during parent conferences or if a problem would arise with the student.

**Student Self-Evaluation**

**Habitats Unit**

**Name:**_____

The activity I enjoyed the most was_____

_____because_____

_____

The hardest activity was_____

because_____

I helped the class succeed by_____

_____

_____

In group projects I _____

_____

On independent projects I _____

_____

## Teacher Evaluation

## Habitats

**Student Name:**_____

How did the student participate in discussions?_____

_____

_____

Did the student successfully engage in a variety of learning activities?_____

_____

_____

Did the student successfully complete theme activities?_____

_____

_____

Which activities offered this student opportunities to shine?_____

_____

_____

Were there activities which were not appropriate for this student?Why?_____

_____

_____

**Resources-**

***Teacher-***

Mary Gardner

Mt. Morris Elementary School First Grade Teacher

401 S. Fletcher

Mt. Morris, IL 61054

Lies About Animals People Believe

by Susan Sussman and Robert James

Albert Whitman and Co. C. 1987

Who Lives in this House?

by Glenn O. Blough

Whittlesey House C. 1957

The House I Live In, at Home in America

by Isadore Seltzer

Macmillan Publishing Co. C. 1992

Managing the Whole Language Classroom
Creative Teaching Press

***Student-***

Animals A to Z

by David McPhail

Scholastic Inc. C. 1988

A House is a House for Me.

by Mary Ann Hoberman

The Viking Press C. 1978

Lizard's Song

by George Shannon

Mulberry Books C. 1981

A House for a Hermit Crab

by Eric Carle

Picture Book Studio C. 1987

Where Do You Live?

by Robert A. and Marlene J. McCraken

Lithography in Surrey C. 1986

ANIMALS IN AND OUT OF BARN ACTIVITY

Animals in and out of barn is a manipulative math activity that can be used for either addition or subtraction. To set up the activity take a pint milk carton and cut the bottom of it. Paint it the color the student would like his barn. You could either make this a art project or just paint all of them one color yourself. At this point cut doors in the front of the barn so animals can be put in and out of the barn. At this point you will need either miniature animals or something students can pretend is a animal.

For Addition:

Give a certain number of animals to each student. The number of animals should correspond to the number you are working on in math. Have the students take and put a number of the animals in the barn. Then write down the number of animals that are left outside the barn. This would be the first number in the problem. Then write the number of animals in the barn. This would be the second number in the problem. The story problem for such would be: If you have 3 animals outside of the barn and you have 3 animals in the barn. How many animals do you have in all?

For Subtraction:

Give a certain number of animals to each student. The number of animals should correspond to the number you are working on in math. Have the students put all animals outside of the barn. This would be the first number in the problem. Then have them put several of the animals in the barn. This would be the second number in the problem. The story problem for such would be: If you have 6 animals outside the barn and 2 go in the barn. How many animals are left outside the barn?

# BEARS IN AND OUT OF CAVE ACTIVITY

Bears in and out of cave game is an activity used for subtraction and addition. You can use either a cup or pail as the cave or make paper mashie caves. You will need miniature bears or something the students can pretend are bears.

For Addition:

Give a certain number of bears to each student. The number of bears should correspond to the number you are working on in math. Have the students take and put a number of the bears in the cave. Then write down the number of bears that are left outside the cave. This would be the first number in the problem. Then write the number of bears in the cave. This would be the second number in the problem. The story problem for such would be: If you have 3 bears outside of the cave and you have 3 bears in the cave. How many bears do you have in all?

For Subtraction:

Give a certain number of bears to each student. The number of bears should correspond to the number you are working on in math. Have the students put all bears outside of the cave. This would be the first number in the problem. Then have them put several of the bears in the cave. This would be the second number in the problem. The story problem for such would be: If you have 6 bears outside the cave and 2 go in the cave. How many bears are left outside the cave?

## BOOK REPORT SHEET

**Name:**

**Title of Book:**

What one thing did you learn from this book?

What one thing did you like about this book?

What one thing did you dislike about this book?